



MISSOURI DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
DIVISION OF SCHOOL IMPROVEMENT – FEDERAL PROGRAMS
SELF-MONITORING REPORT – COMPLIANCE FOR MIGRANT, ELL, & HOMELESS CHILDREN

School District Name:

County-District Code:

District Program Contact:

Form Due Date:

SEPTEMBER 16

Directions

1. Respond to each of the following monitoring requirements by placing an appropriate code (*see below*) on the line to the left of the corresponding item. **Responses are required on each lettered item**, and documentation proving compliance must be kept on file at the district.

CODE KEY

DC = District Compliant: An internal review indicates compliance. When using this code, the district must have the documentation readily available for review by state/federal grants management, if requested.

DR = District Resolving: An internal review indicates a compliance discrepancy. When using this code, use the comment

section to explain how the district intends to resolve the discrepancy and its intended time frame for completion.

DA = District Assistance: The district requests assistance. A supervisor from state/federal grants management will contact

the district to arrange for assistance.

NA = Not Applicable to this district.

2. Place a checkmark in all appropriate boxes under Evidence Sources to indicate the type of supporting documentation you have available. The documentation of evidence sources must be on file at the district for possible review during the MSIP Review. Do not send copies of evidence sources to Federal Programs.
3. MAIL the completed form by the due date above to: Coordinator, Federal Programs, Missouri Department of Elementary and Secondary Education, PO Box 480, Jefferson City, MO 65102
4. QUESTIONS: Contact Migrant: (573) 526-5658
Homeless: (573) 522-8763
ELL: (573) 522-1567

Assurances

The authorized representative assures the Department of Elementary and Secondary Education that the district shall:

1. Keep records for these programs for a period of three years and provide such information as may be necessary for the program evaluation; provide the Department of Elementary and Secondary Education any information it may need to carry out its responsibilities under the programs.
2. Adhere to the requirements of the applicable federal statutes and regulations, the state rules governing the programs, and all other applicable statutes, including: Title VI of the Civil Rights Act of 1964; Section 504 of the Rehabilitation Act of 1973; Title IX of the Education Amendment of 1972; Certifications Regarding Lobbying, Debarment, Suspension and Other Responsibility Matters; and Gun-Free Schools Certification.

The board-authorized representative understands the assurances and the responsibility for compliance placed upon the applicant.

Authorized Representative

Date

KEY:**DC = District Compliant****DR = District Resolving****DA = District Assistance****NA = Not Applicable to this district****General Provisions – Migrant Education – Standard 6.3.6****_____ 1. Student Identification****

Documentation is available showing a procedure is used by the district to survey the enrolled student body and identify those students who have family members who have been or are engaged in temporary or seasonal agricultural-related work.

Evidence Sources:

- ☐ separate survey form
- ☐ question on the student enrollment form

_____ 2. Written Procedures**

This document (board adoption is optional) must address: screening and identification of migrant students notification to regional migrant center or state director of presence of potentially eligible students completion of family interview form and certificate of eligibility needs assessment of migrant students placement in all programs for which migrant students are eligible if needed, request for assistance from regional migrant center.

Evidence Sources:

- ☐ written migrant procedures

_____ 3. Implementation

Evidence that the district uses the identification process. If migrant students are identified, evidence that the district follows its written procedures.

Evidence Sources:

- ☐ student files
- ☐ completed family interview form

**Applies to all districts, whether or not migrant students are enrolled.

Comments for items indicated DR – Please include plan and time frame for resolution

KEY:**DC = District Compliant****DR = District Resolving****DA = District Assistance****NA = Not Applicable to this district****General Provisions – English Language Learners (ELL) - Standard 6.3.6****____ 1. Student Identification****

The district has adopted and uses a procedure to survey the enrolled student body and identify students whose first language, or home language, or both, is other than English.

Evidence Sources:

- ☐ written ELL identification procedures
- ☐ number of ELL students submitted to the DESE web survey
- ☐ number of ELL students permanently being served (see #3 below) _____

____ 2. Language Assessment**

The district appropriately identifies what needs, if any, exist among screened students for language support services enabling them to achieve the challenging performance standards set for all students. The assessment may be district developed or commercially purchased. The assessment must use appropriate measure(s) to assess students' abilities in the reading, writing, listening and speaking modalities.

Evidence Sources:

- ☐ written ELL assessment which includes all of the following modalities:
- ☐ reading
- ☐ writing
- ☐ listening
- ☐ speaking

____ 3. Services Provided

Documentation is available describing the types of services provided to LEP students by the district:

a) If 20 or fewer ELL students are served, services must consist of at least **one** of the following:

- ☐ bilingual or ELL (English Language Learner) paraprofessional help
- ☐ before- or after-school tutoring
- ☐ ELL instruction
- ☐ Title I services
- ☐ other _____

Evidence Sources:

- ☐ written ELL description of services

b) If more than 20 ELL students are served, a full-time, qualified ESOL or bilingual education teacher has been hired to teach in a push-in or pull-out model, or for a self-contained classroom.

Evidence Sources:

- ☐ written ELL description of services
- ☐ class schedules of qualified ELL or bilingual education teacher(s)

____ 4. Statewide English language proficiency Assessment++

The district annually assesses, using the MACII in the spring of the year, all ELL students for English language proficiency.

Evidence Sources:

- ☐ MACII results from the previous assessment.

5. Parental Notification++

A parent or guardian must be notified when his or her child is identified and recommended for placement in a program for English language instruction. The school must notify the parents within 30 days if the student is identified at the start of school, or two weeks if the student is identified at any other time during the school year. Notification occurs in an understandable uniform format, and, **must** include:

- ☐ the reason for placement,
- ☐ the method of instruction,
- ☐ what is required for the child to exit the program,
- ☐ to the extent practicable, it must be in a language or manner that the parents understand.

Evidence Sources:

- ☐ Copies of parent notification forms sent to parents of ELL students
- ☐ District documentation of parents notified.

++Applies to all districts that have at least one ELL student enrolled.

**Applies to all districts, whether or not ELL students are identified

Comments for items indicated DR – Please include plan and time frame for resolution

KEY:**DC = District Compliant****DR = District Resolving****DA = District Assistance****NA = Not Applicable to this district****General Provisions – Homeless – Standard 6.3.6****____ 1. Student Identification****

Documentation is available showing a procedure is used by the district to survey the enrolled student body and identify those students who are homeless.

Evidence Sources:

- ☐ question on the student enrollment form
- ☐ agendas or minutes of meetings or other forms of communication with community social and welfare service agencies, shelters, churches, etc.

____ 2. Written Policy**

A board-adopted policy is available concerning the education of homeless students which addresses enrollment, needs assessment, placement, services, records transfer, local coordinator and resolution of grievances. (MSBA policy model is adequate.)

Evidence Sources:

- ☐ The homeless policy was board-adopted on _____

____ 3. District Homeless Coordinator**

The local coordinator is familiar with the definition of a homeless child and with his/her duties related to the homeless federal statute and that other school personnel have been notified that he/she is responsible for these duties.

Evidence Sources:

- ☐ name of board-adopted district homeless coordinator _____
- ☐ agendas or minutes of meetings or other forms of communication with school staff to notify them of the responsibilities of the district homeless coordinator
- ☐ job description specifying the duties of homeless coordinator

**Applies to all districts, whether or not homeless students are identified

Comments for items indicated DR – Please include plan and time frame for resolution